

Human

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CATHOLIC RELIEF SERVICES

The Gambia: Awards Promote Environmental Participation

BANJUL Schools, women's groups, businesses, and others entered the first national environmental awards scheme in The Gambia, exceeding the expectations of the competition's organizers.

The competition was designed to raise environmental awareness and encourage public participation in environmental management. Participation is key to the success of the Gambia Environmental Education Plan, the country's national environmental

strategy, according to Ndey Isatou Njie, Executive Director of the National Environment Agency (NEA).

NEA designed eight different awards categories to involve a range of target audiences: Enhanced School Surroundings; Enhanced Surroundings in a Community or Neighborhood; Women and Environment; Community Sustainable Development; Appropriate Technology; Clean and Safe Business/Industry; Clean and Safe Enterprise (microenterprises); and Individual Advocacy.

The competition has served as a springboard for discussion and action on environmental issues among Gambians. According to Njie, the award organizers visited community leaders and officials in each of the country's regional divisions. Each division formed a task force responsible for local competitions. Two weeks of sensitization through radio,

Agricultural and gardening projects were among the entries in the environmental awards competition.

films, meetings, poster displays, and newspaper articles followed.

Each competing organization submitted an entry form that described the activity, its benefits to people, and its benefits to the environment.

"One thing appeared over and over on the entry forms," said Irma Allen, an environmental educator who helped organize the competition. "Where it asked 'who benefits?' the response kept coming back, 'we do.' However, most also recognized their own particular contribution to the whole global scheme of environmental protection."

What did they do? Activities ranged from a single street vendor setting up a rubbish bin next to his stand, to women's groups planting community gardens with composting and soil erosion control measures. Students at the Latrikunda School set up an Environmental Awareness Committee and organized a two-week clean-up involving every class in the school. The activity culminated in a school-wide assembly with posters, music, and visits by local dignitaries.

In addition to publicity at the local level, a national media campaign took place and featured one of the country's first radio phone-in programs. "Radio has been under-utilized as a way to publicize environmental issues," said Allen. "A team from the NEA began with a discussion about the awards scheme, but soon they had people calling to ask questions in five different languages about general environmental concerns."

District task forces determined local winners; announcement of the national winners was attended by five cabinet ministers. Prizes included certificates, trophies, tools, and school equipment.

How to Launch an Environmental Awards Scheme

- 1 Determine your target audience or audiences and the types of activities they are involved in. Design awards categories and the tone of the entire program to match your audience.
- 2 Designate the scope of the competition—school, local, regional, national. Aim high but be realistic about your reach and resources.
- 3 Think through judging criteria, who will do the judging, and the prizes or other incentives offered.
- 4 Build support through consultations or collaboration with teachers, media, local officials, business leaders, women's groups, or whoever is most relevant to the success of your program.
- 5 Continue to publicize the competition through channels ranging from radio and television to informal conversation.
- 6 Remember that the competition is not an end in itself but a way to involve your target population in environmentally responsible action.

For more information, contact the National Environment Agency, 5 Fitzgerald Street, Banjul, The Gambia, or fax (22-0) 229-701.

Consider This in Your EE&C Program

PSYCHOLOGISTS MAINTAIN that the average person must hear something three times before it crosses the threshold of perception and enters into memory. Hence, advertising uses jingles and slogans to repeat the same information in an entertaining way (Wells, Burnett, and Moriarty, in *Advertising Principles and Practices*).

ACCORDING TO A STUDY conducted by Corporación OIKOS in Ecuador, it takes approximately 13 years for new scientific information to make its way into the formal educational curriculum.

ONE RECENT HEALTH campaign in Africa revealed the value of pretesting. Print materials pretested with one village caught 50% of the "errors" in the way the information was presented. Pretesting in two villages picked up 65% of the errors. Pretesting in three or more villages picked up 75% of the errors (Nutrition Communications Project, Academy for Educational Development).

JANE VELLA, A NOTED nonformal educator, suggests that a training session incorporate concentric circles of doing, thinking, and feeling. "Sometimes we share what we do. That's the outer circle. Sometimes we share what we think. Sometimes we share what we feel. That is the inner circle where deepest learning takes place. Our task is to design learning tasks that involve all three circles: what we do, what we think, and what we feel." (Vella in *Learning to Teach: Training of Trainers for Community Development*)

Human Nature looks at ways that environmental education and communication (EE&C) affect the people who affect the earth. We hope to share innovative, practical ideas from around the world, link resources with those who can use them, and consider the education and communication implications of larger political, scientific, social, and cultural events.

U.N. Commission Reviewing EE, Post-Rio

By Mary Paden

All countries that signed Agenda 21 at the Earth Summit are (or should be) preparing assessments of their environmental education (EE) activities for the United Nations Commission on Sustainable Development (CSD). The commission will consider education and several other "cross-sectoral" issues at its fourth meeting, which takes place in New York City in April 1996.

When world leaders signed Agenda 21, they agreed to improve efforts in formal and nonformal environmental education. To measure progress, the CSD prepared a questionnaire to ask whether governments have developed a national strategy on education, set up a consultative body on EE, and reviewed and revised school curricula to adequately address environment and development.

The questionnaire form also asks whether the following issues are taught at various education levels: ecosystems, energy conservation, environmental health, recycling, safe drinking water, and sanitation. Finally, governments are asked how they have incorporated women and indigenous peoples in environmental education and training and whether they have developed teacher training programs.

Lars Hyttinen, Chief of the National Information Analysis Office at the U.N., said that his office is collecting the reports and will turn over a summary of the results to UNESCO, the designated "task manager" for education for the CSD. However, the U.N.

Environmental education will be the focus of a UN meeting in April.

reported having received only a handful of the country assessments by the late 1995 deadline.

The reports are prepared by different ministries in different countries. Educators and others interested in learning about their country's response could begin with the education ministry or with the ministry or agency responsible for follow-up to Agenda 21.

UNESCO will also present its own report at the April meeting on the status and future priorities for education for sustainable development (ESD). The document, currently in draft, notes a need to move EE toward education for sustainable development, but says there is still some "uncertainty and confusion over both the content and key messages of ESD." The draft UNESCO report calls for more educa-



tion about the effects of consumptive lifestyles on sustainable development, more public-private education partnerships, better use of new communication technologies, and more inclusion of topics covered in recent U.N. conferences on women, population, and social development. The UNESCO Environment and Population Education & Information for Human Development (EDP) office is coordinating this effort.

Another education report that the CSD will review was developed by a group of fifty education experts who met near Prague in December 1995, at

a meeting organized by the Czech Republic in cooperation with UNESCO. Their report will make about ten recommendations, including more EE at the university level and more education targeted at households.

After its April session, the CSD is scheduled for a final meeting in June of 1997. This will mark the five-year point after the Earth Summit. The CSD will determine progress over the past five years and decide on future courses of action.

(Mary Paden is Director of Environmental Education, World Resources Institute, Washington, DC.)

Linking Up

For information on EE activities related to the Commission on Sustainable Development

UNESCO
7, place de Fontenoy
75352, Paris 07-SP, France
Fax: (33-1)45-66-96-84
Worldwide Web site:
<http://www.unesco.org>

The CSD has two official non-governmental representatives:

Michael McCoy (for NGOs in the North)
Center for Citizen Advocacy
73 Spring Street, Suite 206
New York, NY USA
Fax: (212) 431-4427
E-mail: <cca@igc.apc.org>

Esmeralda Brown (for NGOs in the South)
United Methodist Office of the UN
777 UN Plaza
New York, NY 10017, USA
Fax: (212)682-5354
E-mail: <umcgbgm@undp.org>

For information about your country:
Contact your Ministry of Education, or the organization responsible for follow-up on Agenda 21 issues.

Earth Council (Apdo 2323-1002, San José, Costa Rica) publishes a list of National Councils of Sustainable Development around the world. By e-mail, contact <eci@terra.ecouncil.ac.cr>.

THE Nature OF Things

⊙ The International Federation of Environmental Journalists was established in November 1994 at a meeting attended by 180 journalists from 53 countries. The federation's goals include free information access; North-South cooperation in the information flow; an environmental journalism ethic; working conditions for journalists; and the problems associated with specializing in environmental issues. The federation is governed by an international steering

committee. Write: IFEJ; 8, rue de la Harpe, 75005 Paris, France. Fax: (33-1) 43 29 81 34.

⊙ GLOBE stands for Global Learning and Observations to Benefit the Environment. This year, the U.S.-based program will involve more than 2000 schools in the collection and reporting of environmental data such as water and soil temperatures. The aggregated data are used by scientists and students alike. Instructional materials for data collection are available in

English, French, Russian, and Spanish. Thirty-one countries

have signed agreements to become formal partners in the GLOBE program. In Benin, for example, eight schools are now cooperating as GLOBE schools. Ideally, according to GLOBE staff, a participating school will have its own Internet address or access to a central Internet point, but other means of gathering and disseminating data are also under investigation. Write: Ms. Lyn Wigbels,

GLOBE, 744 Jackson Place NW, Washington, DC 20503, USA. Fax: (202) 395-7611. E-mail: lwigbels@globe.gov.

⊙ The North American Association for Environmental Education (NAAEE) has initiated a process to develop Environmental



Education standards in the United States. The organization will develop, through a process of critique and consensus, a model set of voluntary national stan-

dards in three interrelated areas: EE Materials, Student Performance, and Environmental Educator Performance. "EE standards need to be

of high quality, focused on specific knowledge and skills, useful and usable, balanced, reflective of a broad understanding of the field and scholarship in EE, accessible, and adaptable," said Bora Simmons, chair of the Standards Committee. "However, the standards are voluntary and therefore do not define a national EE curriculum." NAAEE plans to complete the three sets of standards over the next two years. Write: NAAEE, 1255 23rd Street NW, Suite 400, Washington, DC 20037, USA. Fax: (202) 884-8701. Internet: <boras@igc.apc.org>.

⊙ Québec has instituted a program called Ecole Verte Brundtland

Negotiating Change in Ecuadoran Industry

QUITO Corporación OIKOS uses a targeted environmental education and communication program to influence production and manufacturing processes in Ecuador. "Our goal is to show Ecuadoran companies that incorporating environmental considerations into the production process doesn't interfere with productivity and profits, but, in fact, increases them," said Marco Encalada, General Manager of OIKOS.

OIKOS sensitizes owners and managers to consider an environmental audit of their businesses by conducting customized orientation sessions and workshops and by disseminating information about successful case studies. OIKOS staff have worked with large and small companies and with microenterprises. They combine communications background with scientific, technological, and business expertise.

For example, OIKOS has assisted a tannery in the city of Cuenca. Their communications experts worked with industry specialists to conduct an audit of the leather production process and then suggested potential changes to minimize environmental impacts. According to Encalada, communicating effectively with both management and the workers was essential at each step. The recommended changes have resulted in lower production costs and less pollution.

To share the lessons learned at the tannery and at other sites, OIKOS publishes a four-page publication entitled "Cases," which it distributes to businesses, government agencies, and NGOs around the country.

The word OIKOS derives from the Greek language root that means "the big house" or "the house of everybody." It forms the base in English, Spanish, and

Folk Art and Environmental Education: Communicating Creatively in the Philippines

QUEZON CITY A project in the Philippines is using folk media to teach sustainable development and biodiversity in schools and communities near protected areas.

The Protected Areas and Wildlife Bureau (PAWB) developed Dalaw-Turo ("school visits") in 1989. According to project leader Ma. Roscela Poyatos, PAWB staff train technical personnel working in the protected areas around the country in the use of the arts to communicate environmental information. "Filipino culture has a tradition of music, poetry, and other folk media, and we train our counterparts to use these media to create a simplified, entertaining, but important environmental message," Poyatos said.

Six days of formal training consist of short lectures, group discussion and role-playing, and the development of locally tailored materials and creative activities. Then, for the next five days, the participants visit five schools and two communities to carry out their creative program under observation by the PAWB training staff. Audience reaction then helps refine the program.

The staff also works with the participants to develop an action plan of at least ten school visits over the course of a year. After one year, Poyatos or another member of her staff visits the region, evaluates the performances of the participants, and discusses their future plans to carry out the Dalaw-Turo.

A typical Dalaw-Turo lasts two hours, takes place during the school day, and is performed for 70 children in grades 4 through 6. The first hour might include a skit, a short talk, a game, and role-playing about biodiversity in their area. During the second hour, the children divide into small groups. They are encouraged to express their feelings about their local environment and then draw a picture, write a poem, or otherwise create some way of expressing their feelings. Their work is displayed in the school, published in a newsletter, or otherwise shared with their families and other students.

The project evaluates student learning at three stages. Students are surveyed one month before the school visits to determine their existing environmental knowledge. After the school visits, the students are evaluated to assess the immediate impact of the project. Finally, three months later, a "post-evaluation" monitors longer-term changes in the students' attitudes about the environment.

The central staff remains in contact with the regional participants and with many of the schools they



The Dalaw-Turo result in children using their creative energies to consider environmental issues.

visit. Many teachers have requested training. According to Poyatos, this is one of the program's future objectives. The immediate goal, however, is to train counterparts in every region with a protected area, which should be achieved by the end of 1996.

For more information, contact Ma. Roscela Poyatos, Dalaw-Turo Project Leader, Protected Areas and Wildlife Bureau, Department of Environment and Natural Resources, Quezon Avenue, Diliman, Quezon City, Philippines. Fax: (63-2) 924-0109.

Buhay-Iyang Sino Sila ("Guess Our Endemic Wildlife Species")

Songs are written at many of the training sessions that pose riddles about local wildlife species. The songs are performed during a Dalaw-Turo, with children guessing the responses. For example, here are translations from the Tagalog of two song/riddles:

I fly high, swirling in the sky/Like a huge airplane or kite/I'm a creature full of life/But I am destined to perish soon/If the dying of the forest will continue to boom. Who am I? (A Philippine eagle)

Antlers towering over my head/As I run across the forest tread/Endemic in the vastness of Panay, Iloilo/I'm a creature veiled with spotted designs on my skin. Who am I? (A Philippine spotted deer)

Promoting Cleaner Production Processes

In working with businesses of all sizes, OIKOS discusses benefits to the company as the basis for adopting more environmentally benign production processes. For example:

1 Profits will increase, through reduced costs and/or increased revenues—if not immediately, then at a time in the future that can be calculated and planned upon.

2 People's health, including the health of members of the families of the manager or owner, will improve.

3 The company or enterprise will have more harmonious relations within the community, which could boost productivity or profits.

4 The prestige of the company or enterprise will increase among its peers.

After these benefits have been discussed and accepted, Encalada notes, company officials will often become interested in the biodiversity or other ecological implications of their improvements. But the argument that "it's good for the environment" is rarely sufficient to motivate a person who needs to feed his or her family.

French of the words "economy" and "ecology." "OIKOS means the care of our house in the broadest

terms, where economic facts are not separated from environmental and spiritual well-being," said Encalada, who worked in environmental education curriculum development and on policy reform for more than 15 years before helping create the organization.

"We learned several things," he said. "First, behaviors weren't changing even with an increase in knowledge and awareness. We needed to take education further. And we learned that the environment wouldn't improve without an improvement in production processes."

OIKOS concentrates its resources in four areas:

- Development of a clearinghouse and other methods of disseminating environmental information;

- Technological management, including sensitizing business leaders, exploring legal means to change production processes, and encouraging more research and development in these areas;

- Environmental education for both adults and children so that they recognize their dual condition as agents and victims of environmental damage, as well as ways to avoid these roles; and

- Financial management, including the long-term goal of creating special lines of credit and a bank that finances environmental management projects.

For more information, write OIKOS at Luxemburgo 172 y Holanda, Quito, Ecuador, or fax (593-2) 461-212, or e-mail <oikos@oikos.org.ec>.

Resources

Human Nature

Information Exchange: The Environmental Education and Communication Project (GreenCOM) has established an Information Exchange Center at its offices in Washington, DC. The collection includes samples of curricula and activity guides, literature on gender and participation, and information about the work of organizations around the world in various areas of environmental education and communication (EE&C). GreenCOM, which publishes the newsletter you are now reading, is funded by the U.S. Agency for International Development (for more information, see newsletter insert). GreenCOM collects examples of EE&C materials from around the world for use by practitioners. If you want to share information about your group or program, or if you wish to access Center holdings, contact the GreenCOM Information Exchange Center. Write: GreenCOM, 1255 23rd Street NW, Washington, DC 20037, USA. Fax (202) 884-8997. Internet: <greencom@aed.org>.

Rural Communication: The Development Support Communication Branch of the Food and Agriculture Organization has published a number of case studies, videos,

and manuals on communication in rural areas. Most are available in English, French, and Spanish, and are either free or at low cost. Write the DSC at FAO, Viale delle Terme di Caracalla, 00100 Rome, Italy. Fax: (39-6) 522 53152.

Sustainable Development: *Guía de Educación Ambiental Sobre Temas del Desarrollo Sostenible* (Environmental Education Guide to Sustainable Development) is published by the World Resources Institute and the University of Guadalajara. The guide covers the concept of sustainable development and relevant issues such as population, poverty, energy use, biodiversity, water contamination, and citizen participation. It includes suggested activities, recommended readings, and video lists. The price is \$10. Write: WRI, 1709 New York Avenue, NW, Washington, D.C. 20006 USA or Universidad de Guadalajara, Publications Order Department, Apartado Postal 5229, Guadalajara, Jalisco, Mexico 44140.

Human Nature would like to include EE&C resources from around the world in this column. If you have free or low-cost materials you would like to publicize that deal with environmental education or communication, please send them to the editors at the address below.

Internet: A few suggestions to connect to EE resources on the Internet. Two gopher sites provide entry points to a wide variety of EE resources. They are EELink at <nceet.snre.umich.edu> and the ERIC Clearinghouse for Science, Mathematics, and Environmental Education at <gopher.ericse.ohio-state.edu>. For those who have access to the World Wide Web, EELink's Web site is <<http://www.nceet.snre.umich.edu/>>. ERIC's Web site is <<http://www.ericse.ohio-state.edu/>>.

Radio: A radio series in French entitled *Démocratie, Environnement et Développement* was recently completed in Belgium and efforts are being made to transmit all or part of the series on French-language radio stations around the world. The final goal is to make cassette tapes of the programs available. Topics include agriculture, desertification, industrial pollution and other topics, based on the idea, according to the producer, that "protection of the global environment depends on the participation of all the citizens of the world." Write: François Millis, Echos-communication, 76 A, Montagne St Job, B-1180, Bruxelles, Belgium.

International Workshop to Explore EE&C Needs Your Input

Planners for an international workshop scheduled for November 1-2, 1996, are seeking suggestions of innovative activities and approaches to share with the workshop participants. "Using Communication to Make Environmentally Sustainable Development Happen" will take place in Burlingame, California (near San Francisco), in conjunction with the annual conference of the North American Association for Environmental Education (NAAEE).

The workshop is designed to bring together people who are funding, leading, designing, and implementing programs that currently include or would benefit from EE&C. It will provide examples of field activities and communication strategies that range from interpersonal to high-tech. Social marketing and educational approaches will also be discussed in a combination of small panel and plenary sessions. Participants will bring samples of materials and resources from their countries in order to exchange information and ideas. Attendees will also have the opportunity to participate in the NAAEE conference immediately following the workshop. The NAAEE conference will include both hands-on sessions and discussions of cutting-edge issues, such as evaluation methods, learner outcomes, and forging partnerships.

The Environmental Education and Communication (GreenCOM) Project, in partnership with other organizations, is planning the workshop, and needs your input. If you would like to make suggestions, or if you would like to ensure that you are on the mailing list to receive more information about attending, contact GreenCOM. Write: GreenCOM, 1255 23rd Street NW, Washington, DC 20037, USA. Fax: (202) 884-8997. E-mail: greencom@aed.org.

In Future editions of

Human Nature

This issue of *Human Nature* explored a wide range of topics; coming issues will focus on a theme. We welcome your submissions, particularly as they relate to the topics below. Please send article ideas, resources, or news items to the address listed below.

JULY 1996: SUSTAINABLE URBANIZATION We will explore the role of environmental education and communication (EE&C) in such urban issues as solving garbage collection and disposal problems, providing clean water, and neighborhood participation (Deadline: April 1, 1996).

OCTOBER 1996: WATER Everyone needs water. *Human Nature* will look at how EE&C can be used to promote water quality and conservation (Deadline: August 1, 1996).

INSIDE THIS EDITION OF HUMAN NATURE In this, the inaugural issue of *Human Nature*, GreenCOM has included an insert that describes how it uses education and communication to work toward environmentally sustainable development. Future issues will include inserts or other information from the partners working with us.

Human Nature

Human Nature is published in English, French and Spanish by the Environmental Education and Communication (GreenCOM) Project. Readers are encouraged to share the material in this newsletter through photocopying, excerpting, posting to a bulletin board (cork or electronic!) or through other means. Please cite *Human Nature* if material is published, and send a copy of the piece to this address.

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We welcome comments about this issue, as well as news about your environmental education or communication activity. Please send letters to the editor, articles, and other information to:

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